\\FACTORS INFLUENCING IMPLEMENTATION OF MONITORING AND EVALUATION OF PROJECTS IN NGO'S: A CASE OF EAST AFRICA WILD LIFE SOCIETY. //

By

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DECLARATION

This research Project report is original and has not been presented in any University or any other institution of Higher learning.

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DEDICATION

I dedicate this research project to my wife Florence Too

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LIST OF ABBREVIATIONS AND ACRONYMS

UNFPA – United Nation Population Fund

M&E - Monitoring and Evaluation

NGO - Non Governmental Organization

PM&E- Participatory Monitoring and Evaluation

PADs - Project Appraisal Documents

IFAD - International Fund for Agricultural Developments

NALEP – National Agriculture and Livestock Extension Program

AKIS - Agricultural Knowledge and Information Systems

IDRC - International Development Research Centre

UNICEF-United Nations Children's Fund

UNDP-United Nations Development Fund

ACFOA-Australian Council for Overseas Aid

UNFPA-United Nations Population Fund

CFA-Community Forest Association

PES- Programme Evaluation standards

EAWLS-East Africa Wild Life Society

CPE: Country Programme Evaluation

ABSTRACT

Project monitoring and evaluation is fundamental if the project objectives and success is to be achieved. Monitoring and evaluation of project improves overall efficiency of project planning, management and implementation. This study sought to find out the factors affecting the implementation of monitoring and evaluation of projects a case of East Africa Wild Life Society.

The study sought to understand how Finance affects M&E implementation; and also examined the level of participation of stakeholders in the monitoring and evaluation process. Without forgetting the level of skills M&E officers posses to enable them perform the process satisfactorily and also the availability of enough staff to perform M&E.

The study targeted all subgroups in East Africa Wildlife Society and their donor funded projects. The research was a survey and it used instruments like questionnaires, interviews a. Analysis was descriptive in nature.

About 73 respondents were given questionnaires and 69 of the respondents returned them. The study showed that higher percentage of M&E officers had a high level of education though little skills of M&E. It further indicated that a higher number of stakeholders were not involved in monitoring and evaluation and also the projects do not allocate enough funds monitoring and evaluation.

This research recommends further research to be done to investigate the system concepts on performing evaluation. It also recommends that a research to be done to address the gap that exist between interpretation of Monitoring and Evaluation framework and its implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The research was investigating the factors influencing the implementation of monitoring and evaluation in NGOs and a case of East Africa Wild Life Society was chosen. East Africa Wild Life Society was founded in 1961 when the Wildlife Societies of Tanzania and Kenya – both founded in 1956 – together with Ugandan wildlife enthusiasts joined hands. In the half century of its existence, the Society has become a household name and the leading voice of conservation in the region.

The vision of the Society is working towards an East Africa where economic, social and ecological considerations are integrated into all development programmes and agendas; where sustainable livelihood benefits are experienced by people; where nature and natural resources are conserved and that the beauty , richness and diversity of our environment is maintained and enjoyed by all.

The mission of the Society is to promote the conservation and wise use of the environment, but especially wildlife, by advocating for rational policies and appropriate resource management regimes, in conjunction with promoting best practice and good governance.

EAWLS society contains two sub groups within it to help in its efforts of conservation. This are the Kenya Forests Working Group and the Kenya Wetlands Forum all dealing with conservation. Most of the projects are donor funded with both international and National Organizations.

Monitoring and evaluation strategies are essential components of any project and are crucial to its success. The challenge is not the making of an M&E system or framework but to perform an effective monitoring and Evaluation. World Health Organization (2002) identifies some critical importance of performing Monitoring and

Evaluation among them being to help in setting priorities and managing time, providing baseline information, identifying new problems when they first appear, eliminating unnecessary activities and redirecting resources replicating successes and avoiding the same mistake, increasing confidence in your projects.

The managers of some large, well-financed projects sometimes ask professional project evaluators from outside the agency to come in and evaluate their projects. Not only is this type of approach impossible for most projects, it is also inappropriate World Health Organization, (2002). Experience with community based projects has shown that outside evaluations do not have as much impact on a project as an evaluation that has been started and carried out by the people who are actually doing the work and those who are receiving the services. The principles of a collaborative approach to a problem, as seen in the East African Wild life Society, involve participation in, and ownership of, agendas by all concerned.

This research looked into the factors that are critical to performing a successful Monitoring and Evaluation. Its major concentration was on critically analyzing the roles Finance, Skills, number of employees and stakeholders play in effective implementation monitoring and evaluation.

Project management is the process by which projects are defined, planned, monitored, controlled and delivered such that the agreed benefits are realized. Projects are unique, transient endeavors undertaken to achieve a desired outcome. Projects bring about change and project management is recognized as the most efficient way of managing such change PMI, (2000) .It can also be defined as application of the knowledge, skills, tools and techniques during the project activities in order to meet or surpass the needs and expectations of all the participants interested in the project results. Project planning involves the development of action items and scheduling that will keep the project moving forward on a consistent basis. When executed properly, project planning will also include target dates for the completion of each action item, making it possible to move forward with other pending items in an orderly manner (Malcolm Tatum).

There are numerous definitions of 'project' in the literature. For example, Wideman, (2001) in his Comparative Glossary of Project Management Terms identifies eighteen definitions from a variety of respected sources. Most definitions, however, identify projects as being concerned with the pursuit of precise objectives within a specified timeframe and as being constrained by limited resources. The practice of 'project management' then involves the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements (PMI 2000, p 6).

In the foreword to the IDRC Outcome Mapping manual (Earl 2002), Michael Quinn Patton states: The question can overwhelm: what is the difference between evaluation and monitoring?

In the comprehensive and well-researched M&E guide developed by IFAD (2002), the authors, after attempting to elaborate definitions of 'monitoring' and 'evaluation', conclude that; there is no consensus about terminology in planning and M&E. This Guide does not make an absolute distinction between "monitoring" and "evaluation" because, in practice, the two processes overlap and are part of a systematic participatory learning process.

In the same vein, Hyut (2001) contends that, program monitoring and evaluation is a set of activities that systematically gathers information on the program and determines value for accountability and learning...the concepts are often used interchangeably.

Broughton, (1996) says that this ambiguity has created practical challenges with operationalising M&E systems, and hence their expected potential has tended to go unrealized.

A possible contributor to the ambiguity surrounding 'M&E' is the fact that 'evaluation' is a recognized field in its own right, particularly in the USA, and has received considerable attention in literature Cracknell & McTaggart (1991). Conversely, 'monitoring' tends to be amorphous Cook , (1998), and rather than being a discrete field of inquiry, appears to draw on fields such as management and operations research.

Despite the predominance of the field of evaluation, many commentators argue that monitoring and evaluation are distinct processes. For example, Casley and Kumar (1986) resist use of the universal acronym 'M&E' since it implies a single function. UNDP (1997) argues that monitoring and evaluation differ yet are closely related, and further, UNDP (2002) indicates that "evaluation is an important monitoring tool and monitoring is an important input to evaluation".

This seems to imply that the processes of monitoring and evaluation are distinct but inform each other, and hence should be planned systemically. However, attempts to precisely differentiate the practical processes tend to result in contradictions, duplications and ambiguities. For example, under the heading "The relationship between Monitoring and Evaluation" in the UNICEF (1990) ,readers are advised that: Both monitoring and evaluation are management tools. In the case of monitoring, information for tracking progress according to previously agreed on plans and schedules is routinely gathered. Discrepancies between actual and planned implementation are identified and corrective actions taken. When findings are used to monitor the development results (effects, impacts) it is sometimes referred to as ongoing evaluation.

McTaggart (1991) says that, many projects have run into problems in the course of their implementation for various reasons. Some of these would have been averted had there been proper monitoring and evaluation carried out during the course of the project with the aim of improving focus and procedures of the project as it progresses and providing feedback on the project outcomes and successes to stakeholders.

The primary purpose of monitoring is to collect information with which to assess and guide management decisions, Nature Conservancy (2000). Thus, monitoring is an integral part of resource management. Good management decisions require good information. Too little information or the wrong set of observations can result in incorrect conclusions. Too much information results in wasted time and money. The amount and kind of information must be tailored to the management objectives. A monitoring program should not be designed without clearly knowing how the data and information will be evaluated and put to use. We cannot afford to collect and store data that are not used.

Most of the organizations currently involved in management of Projects do not have a comprehensive M&E systems .This forms the foundation of poor M&E reports and unclear procedures being followed in undertaking monitoring and evaluation.

During the 1998 UNICEF Evaluation Workshop in Nairobi, a training session was held on the 'Program Evaluation Standards'. The following day a focus group discussion was conducted on the theme "Are the US 'Program Evaluation Standards' appropriate for use in African cultures?" This discussion was followed by a visualized evaluation (VIPP) session on the same topic.

The results of these discussions were presented to the Inaugural Conference of the African Evaluation Association September 1999 as a draft document and some further modifications were suggested. A follow-up discussion was also undertaken at the World Bank, African Development Bank and South African Development Bank Regional Workshop on monitoring and evaluation capacity development in Africa (September. 2000). The African Evaluation Association also requested that these African Evaluation Guidelines be field tested in Africa. This was undertaken in two country evaluations (Zambia and Kenya) and one multi-country evaluation in 1999.

The guidelines which have been developed have not fully addressed how Finance affects Monitoring and evaluation of projects Cracknell, (2000). Most projects are under funded to be able to do comprehensive effective monitoring and evaluation. The finance factor is underrated as most organisations are not able to employ skilled personnel to undertake monitoring and evaluation. M&E skills, Staff and stakeholders are among the other factors which have not been fully addressed as affecting the effective monitoring and evaluation of projects. This research sought to address how they affect and hinder the implementation of M&E in projects and their contribution towards ineffectiveness.

1.2 Statement of the problem

M&E is intrinsically challenging and requires a level of technical capacity often unavailable in developing countries. The challenge is greater in poorer countries and in post-conflict situations. The reality is that many countries lack the required capacity. FAO (2008). Equally, there is a realisation that the development and institutionalisation of an M&E system is a major, long-term endeavour, and that there is not a single correct way to go about building an M&E system. DAC (2005) in its annual evaluation reports said that donors are facing challenges from the inefficient reporting and delays from many organisations in developing countries.

Krusek and Rist (2004) established that despite the importance of technical capacity, the significance of a non-technocratic perspective is frequently stressed. M&E systems are often viewed in narrow, technocratic terms. But a technocratic emphasis is highly inadequate if it ignores the factors that determine the extent to which M&E information is actually used .Mackay, (2007) goes a head and contends that the building of M&E capacities needs to go beyond the knowledge and skills of individuals to include organisational aspects (i.e. M&E function within the overall organisational structure, human resources, financial management) and issues of the enabling environment (including structure of power and influence) in which they are embedded otherwise effective will not be achieved during M&E implementation.

From this perspective my research sought to investigate and establish the factors that influence the implementation of Monitoring and evaluation .The major factors for instance lack of commitment by project staff to monitor projects, financial resources, and poor methods used due to limited capacity in terms of skills and not involving stakeholders are among studied.

1.3 Purpose of the study

The purpose of the study was to establish the factors that influence the implementation of Monitoring and evaluation in projects of East Africa Wild Life Society.

1.4 Objectives of the study

The following objectives formed the basis of this research.

1. To determine the extent to which the level of knowledge and skills among the project staff influences implementation of monitoring and evaluation for East Africa Wild life Society projects.

2. To establish the extent to which financial capacity influences the implementation of monitoring and evaluation of projects in East Africa Wild life Society.

3. To determine the extent to which the stakeholders' participation influences the implementation of Monitoring and Evaluation of East Africa Wild Life Society Projects.

4. To establish whether staff availability influences implementation of monitoring and evaluation of projects at East Africa Wild life Society.

1.5 Research Questions

1. What extent do the level of knowledge and skills among the project staff influences implementation of monitoring and evaluation for East Africa Wild life Society projects?

2. To what extent does financial capacity influence implementation of monitoring and evaluation of projects at the East Africa Wild Life Society?

3. To what extent does stakeholders influences the implementation of monitoring and evaluation in East Africa Wild Life Society projects?

4. Does staff availability influence effective implementation of monitoring and evaluation of Projects at the East Africa Wild Life Society?

1.6 Significance of the study

This study shall help the project stakeholders to know how to apply concepts and tools of monitoring and evaluation to project planning, management and implementation.

The monitoring and evaluation system informs and reminds the project management the progress of the project and if possible identifies gaps from collected and gathered information and this will help in redesigning the project.

This study will give more information on project stakeholders namely; project managers, monitoring and evaluation officers, consultants, project partners and the community on relevant, adequate and effective use of monitoring and evaluation system as means of enhancing and strengthening project completion, controls and for decision making.

This study shall also improve effectiveness of monitoring and evaluation of development projects and provides comprehensive advice on how to set up and implement a monitoring and evaluation system by avoiding the pitfalls that may lead to its failure.

1.7 Basic Assumptions of the Study

The research assumed that fewer approaches are used in monitoring and evaluation of projects. Participatory monitoring and evaluation approach is not used in monitoring and evaluation of projects. Communities do not have a role to play at the project conception stage. The communities are not informed or aware of upcoming or ongoing projects within their locality. There is no regular and focused feedback and involvement by the primary stakeholders. A number of meetings are not held at community level to get feedback on the progress of projects and even evaluate the impacts after the project is closed. This study also assumes that little finance is allocated to the M&E component of budget lines and that most organization do not concentrate in enhancing the skill of project officers to be competent in performing M&E.

1.8 limitation of the study

This study faced a number of challenges including finance because the projects studied were spread around the country and thus accessibility became a problem. The study also faced the challenges of network problems when it came to telephone interviews to geographically distant places.

1.9 Delimitations of the Study

This study shall focus on Monitoring and Evaluation of Projects at the East Africa Wild Life Society. The EAWLS runs independent projects and others under sub-groups; Kenya Forests Working Group and Kenya Wetlands Forum . These projects are done all round the country both rural and urban areas. This study will particularly be restricted to the projects that are funded by international donors and run in more than one Community.

1.10 Definition of Significant Terms Used in the Study

Monitoring - The regular collection and analysis of information to assist timely decision-making, ensure accountability and provide the basis for evaluation and learning. It is a continuing function that uses methodical collection of data to provide management and the main stakeholders of an ongoing project or programme with early indications of progress and achievement of objectives.

Evaluation - A systematic (and as objective as possible) examination of a planned, ongoing or completed project. It aims to answer specific management questions and to judge the overall value of an endeavour and supply lessons learned to improve future actions, planning and decision-making.

Financial capacity: This is the availability of enough funds to run a Monitoring and Evaluation process and finance all related activities

Skills and Knowledge: A skill is the learned capacity to carry out pre-determined results and Knowledge is expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.

Stakeholders: Stakeholders are groups of people, organization and institutions that will affect or may be affected by the project. These stakeholders include the community-men women and youth; project field staff, program managers, funders and other decision makers supporters, critics, government and NGOs

Staff: This is the officers or workers working directly or indirectly in the implementation of the project.

1.11 Organization of the Study

This study starts with the Introduction of the study and introduces the background of the study, shows the objectives and the research questions. It also narrates the literature of the study and the conceptual framework.

The third chapters show the research methodology and chapter fours present data, analyses it and interprets tables. The study ends with the last chapter showing a summary of findings, discussions, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the main review, critical review and summary of the literature review. The overview and the role of monitoring and evaluation of projects are looked into here below. Finally the major facts about monitoring and evaluation of projects are critically analyzed and summarized.

This chapter discusses the literature related to the hindrances to effective monitoring and evaluation of projects. It particularly focuses on the role of stakeholders in the monitoring and evaluation of projects. tools and methods used in the monitoring and evaluation of projects.

2.2 Monitoring and Evaluation implementation issues

A collection of IFAD studies on project experiences with M&E highlighted a series of problems. Some problems have external causes that lie beyond the control of the project and restrict project activities, such as disaster and institutional environment. Others have conceptual causes which revolve, for example around diverging and unclear perceptions of M&E methodology and analysis. The rest have operational causes due for instance, insufficient personnel or the non integration of M&E system by project staff and other stakeholders.

In 2002, a series of studies on M&E showed that a few IFAD supported projects have monitoring systems (including the undertaken studies and ongoing evaluation) that are able to provide timely, relevant and good quality information on project reach and impact of the well being and the livelihood of strategies of the target group. Impact assessment in particular has not been institutionalized at either the project or corporate level (IFAD, (2002) .

IFAD (2002) identified common problems facing Monitoring and Evaluation. These include; inadequate understanding of and attention to M&E in project design and inadequate resource allocation and hierarchical organization of decision making and analysis. There is lack of commitment to monitoring by project staff and implementing partners. This leads to delay in the implementation of M&E systems and to lack of information use by the project management. Monitoring is also seen as an obligation imposed from exterior, with project staff mechanically completing forms and project managers seeing the task merely as the collection of data for writing up reports for donors. At times irrelevant and poor quality information is produced through monitoring as it focuses only on physical and financial aspects and ignores factors such as projects outreach, effect and impact.

Scarce attention is paid to other stakeholders, such as beneficiaries, community based organizations and other local partners. There are very few internal project reviews or ongoing evaluations, with adjustments triggered mainly by the external evaluations or supervisions. There is wide spread lack of integration and cooperation between monitoring and evaluation function and project management,(Patel & Russon (1998).

There is poor use of participatory and qualitative M&E methods due to limited capacity and little recognition of the need for such methods. There is M&E documentation which does not address or identify the problem. The M&E staffs have insufficient relevant skills and experiences and making little effort to fill the gap.

There is differentiation of monitoring from evaluation activities, with evaluation being contracted out, Romeo & Santos (1990). This leads to M&E not being an integrated system for improvement oriented critical reflection.

Romeo and Santos (1990) depicts that both sector-wide approaches and budget support are based on the premise that donors are withdrawing from the management of projects in exchange for a place at the policy table. In this context, focused M&E may then be the only instrument left for donors to influence the direction of a programme. Thus, if a sector plan owned by national authorities is at the heart of the sector-wide approach, a well-functioning M&E system must be its backbone. Donors and recipient countries will need to negotiate the form this system should take and what type of information is essential for each stakeholder in their new roles.

In this new context, a number of operational challenges are facing M&E: the question of accountability and attribution; methodological challenges; the nature of partnerships and how to evaluate them; the need for effective monitoring processes; and the implications of the new focus on poverty.

However Lahey (1999) argues that, to be effective, M&E needs to be positioned as far more than a technical instrument for change. It is not enough to simply create a highly trained evaluation capacity and expect that organizations and systems will eventually become more effective. This is particularly true in situations where a broad-based and systematic approach to M&E had not previously existed, as in the case of many developing countries. There is a need to also address the institutional capacity and indeed the drivers that are generating the demand for Evaluation. Lahey(1999) identifies four broad building blocks needed for an effective M&E system: vision; an enabling environment; the infrastructure to supply M&E information; and, the infrastructure to demand and use M&E information.

Lahey (2005) further elaborates how the above drivers can solidify and produce and effective Monitoring and Evaluation. He starts by Vision; as an understanding of how M&E information can assist public sector managers and decision makers. This of course requires strategic leadership as well as a clear understanding of the basic concepts and potential uses of M&E.

Lahey(2005) also points out that enabling environment is a fundamental requirement to ensuring a commitment to not only launch an M&E exercise but to sustaining it over the long-term. This translates into a commitment to resource such an exercise as well as providing an enabling environment to allow it to develop and mature. Given that the introduction of an M&E system might challenge the current culture and the way of doing things within government organizations, political will and leadership are essential to support the values and ethics that underlie a successful M&E system; that is, transparency, objectivity, accountability and a commitment to a 'results'-orientation and good governance.

Technical Capacity and Infrastructure to Supply M&E Information is another driver according to Lahey, (2005) . He says technical capacity includes both the existence of credible and relevant data and information-gathering systems as well as the skilled personnel to gather, analyze and report on the performance of government policies and programs. Additionally, infrastructure is needed to help ensure a systematic, comprehensive and credible approach to M&E. This would include policies and standards that would clarify roles, responsibilities and accountabilities for performance monitoring and evaluation; establish expectations across the system re timing and level of reporting; and, set out quality standards for M&E conduct. The infrastructure would also include the organizational units that would serve to conduct or manage M&E exercises; as well, the Policy Centre that provides the policy direction, oversight and assistance, needed particularly for new emerging M&E systems.

Broughton and Hampshire (1997) further notes that infrastructure to demand and use M&E information cannot be left out : The capacity to 'use' M&E information requires both a clarity of expectations re where and how M&E information is intended to be used within government organizations (e.g. planning, policy or program development; decision-making; budgeting), as well as the capacity within government institutions to actually incorporate and use the M&E information as part of the normal process of business.

The latter is based on the assumptions that non-technical personnel (e.g. program managers) have a suitable appreciation of M&E concepts and that there are adequate 'incentives' within the organization to ensure that managers will actually use M&E information, reporting credible and unbiased results information in a timely fashion. Further, this reinforces the need within organizations for formal or informal vehicles and for reporting and sharing M&E information.

While cautioning that 'one size does not fit all', the framework can indeed serve as a useful guide or 'diagnostic tool' to international M&E system development in many ways: in planning; in assessing progress and identifying gaps; and, as a communication vehicle and springboard to inform and educate technical and non-technical personnel alike on the various ways that knowledge-building and innovation are being introduced into public sector organizations.

Ensuring that the M&E information is relevant to M&E system stakeholders is a key aspect of demand. World Bank (2006) and one of the best ways of ensuring this is by engaging the intended users (staff and beneficiaries) in the definition of the programmes and aspects of performance to be covered. The greater their level of involvement in this and subsequent stages, the higher their sense of ownership and likely receptiveness to the M&E findings.

M&E is intrinsically challenging and requires a level of technical capacity often unavailable in developing countries. The challenge is greater in poorer countries and in post-conflict situations. The reality is that many countries lack the required capacity. FAO (2008). Equally, there is a realisation that the development and institutionalisation of an M&E system is a major, long-term endeavour, and that there is not a single correct way to go about building an M&E system. DAC (2005) in its annual evaluation reports said that donors are facing challenges from the inefficient reporting and delays caused by many organisations in developing countries.

Related capacity development processes should usually be partial and incremental, rather than linear and whole-of-government, and need to extend far beyond technical training FAO (2008).Moreover, Kusek & Rist (2004) highlights the political aspects of the process of M&E capacity development. They continue saying that capacity development processes need to find a best fit with the particular circumstances of a country, sector or organisation under consideration. It needs to be a highly flexible process.

This stress on achieving a 'best fit' with the context is also highlighted in recent work on strengthening government M&E systems Mackay,(2007). This identifies the importance of a powerful champion and stewardship of the process by a capable ministry. These success factors will not always be present. A final, and increasingly important, issue relates to coordination and harmonisation.

Donors have been the strongest advocates and supporters of improved M&E systems and capacities. However, in many cases their efforts have been counter-productive because of coordination failures. Donor supported M&E efforts at the project level need to be designed and implemented as a contribution to wider improvements in M&E capacity, systems and use.

IFAD, (2008) identifies some of criticisms of M&E in IFAD projects. The most frequent criticism of M&E systems in IFAD projects relates to the type of information included in the system (what to monitor). Most of the IFAD projects collect and process information on the project activities (outputs level). The average IFAD project does not provide information on results achieved at the purpose or impact level.

The M&E system of the Tafilalet and Dades Rural Development Project in Morocco only focused on financial operations and could not be used for impact assessment. A similar criticism was flagged in the Pakistan Country Programme Evaluation (CPE).

In the Pakistan CPE, cases were reported of contradictory logical frameworks combined with arbitrary and irrelevant indicators. In Belize, two different logical frameworks were generated which increased confusion and complexity. The 2007 ARRI also found unworkable M&E systems with numerous indicators and reporting requirements. In the Albania Mountain

Area Development Programme, inaccuracies have been found in data collected by water users association. Data provided by project itself was generally robust. FAD projects are often undertaken in remote areas where the competencies of these agencies tend to be weaker. Continuous and focused support by IFAD is required for addressing project management competencies in all the processes related to M&E (data collection, analysis, reporting, etc.).

Lack of adequate financial resources also was identified to affecting the performance of M&E. The Ethiopia CPE found that project appraisal documents made limited provision for systematic baseline and subsequent beneficiaries surveys. The budget implications of baseline surveys, setting up and management of M&E were systematically underestimated.

Another factor as identified by IFAD (2008) in one project in Ethiopia, the baseline survey was carried out 2-3 years after projects start-up. The late undertaking was combined with the fact that they were not designed by taking into account specific project activities. For this reason, they were of limited use for M&E of project performance.

2.3 Stakeholders Participation in Monitoring and Evaluation

Stakeholders are groups of people, organization and institutions that will affect or may be affected by the project. These stakeholders include the community- men women and youth; project field staff, program managers, funders and other decision makers supporters, critics, government and NGOs Davies, (1998.) he further says that Stakeholders must be involved in the background studies and also in the project planning. monitoring and evaluation as early as possible.

Forss and Carlsson (1997) says that the growing need for efficiency, cost effective and results mean it is essential that the stakeholders have skills which enable them to perform to their best. The Principles of effective PM&E rely on monitoring and evaluation being preceded by an effective planning procedure. Participatory M&E is a process of individual and collective learning and capacity development through which people become more aware and conscious of their strengths and weaknesses, their wider social realities, and their visions and perspectives of development outcomes. This learning process creates conditions conducive to change and action and emphasizes varying degrees of participation (from low to high) of different types of stakeholders in initiating, defining the parameters for, and conducting M&E.

It is also a social process of negotiation between people's different needs, expectations and worldviews Estrella, (1997.). It is a highly political process which addresses issues of equity, power and social transformation. PM&E can also be defined as a flexible process, continuously evolving and adapting to the programme specific circumstances and needs. M&E of projects or programs that have been developed on an ad hoc or unsystematic way becomes immensely more complicated and unreliable than building M&E on more stringent or formalized planning.

There growing interest within the international aid community in participatory approach to development programming emanates from lessons learned from past. It was found that participation of the program stakeholders, central level decision makers, local level implementers and communities affected by the program design, implementation, monitoring and evaluation, improves program quality and helps address local develop needs. It increases the sense of national and local ownership of program activities and ultimately promotes the likelihood that the program and their activities and their impact would be sustainable. Pasteur and Blauert (2000)

The breadth and degree of stakeholder participation feasible in M&E activities will depend in part on the kind of participation achieved in the programme, or in the case of assessment, in the national and local processes. Nonetheless, M&E activities can be used to open greater participation. Pasteur and Blauert (2000)

The introduction in UNFPA of the result based approach to program management calls for strengthening partnerships, participation and teamwork at all levels and stages of the program process.

Therefore, efforts should be made to move away from the conventional to more participatory approaches to M&E. USAID (2000)

In May 2000, an IFAD workshop on impact achievement stated, that participation means more than just beneficiary contribution to project execution, rather that it should encompass all stakeholders and be formalized at all stages of the project cycle. This clearly includes M&E systems .So, developing participatory M&E systems means that, once the basics of M&E are understood, participatory M&E is defined and ways are worked out to introduce it. This is done by providing key stakeholders with the information needed to guide the project strategy towards achieving the goal and objectives; provide early warning of problematic activities and processes that need corrective action; help empower primary stakeholders by creating opportunities for them to reflect critically on the project's direction and help decide on improvements: build understanding and capacity amongst those involved in the project; motivate and stimulate learning amongst those committed to making the project a success and assess progress and so enable accountability requirements to be met.

However, exactly what programs stakeholders are involved in M&E varies according to purpose of M&E and general institutional receptiveness to the use of participatory approaches. In each instance, program managers should decide which group of stakeholders should be involved, to what extent and how UNICEF,(2000)

With the shortfalls of the project approach to development, several donors and national governments agrees that development interventions should be targeted at a sector as a whole, such as agriculture, transport, education or health, the so-called sector-wide approach Cassels, (1997). This approach implies important change in the way aid is organized and in the relationship between donors and recipient governments. For the first time, government leadership of the development process was fully recognized with a resultant reliance on government procedures (Foster 2000) and the establishment of joint management systems by governments and donors

The following steps have been identified as those required to develop an impact and learning oriented Monitoring and Evaluation System as per IFAD Board – 81st Session. Rome, April 2004. The aim is that the Monitoring and Evaluation (M&E) System developed in this manner becomes a mechanism for learning on how, through a specific intervention in a given context, changes can be produced within the target population (individuals, social organisations, institutions, etc.) and/or in the realities of the environments within which the intervention takes place. While these systems are often used with the purpose of being accountable to audiences ("accountability"), it is through the learning obtained that they start making sense and become consistent in the first place, particularly in changing and highly uncertain environments such as the ones currently faced in Latin America. .

ACFOA (2002) highlighted that for M&E system to be able to maximise its potential as a learning mechanism, both its development and use processes need to be of a participatory nature, i.e., they need to involve different stakeholders as well as their diverse concerns. Broadly speaking, any organisational activity involves different actors, who are likely to have diverse interests and stakes with regard to M&E systems. For instance, a social organisation might expect that using a M&E system will create learning that will help improve its ongoing and/or future undertakings, allowing it to improve its relative standing / competitiveness vis-à-vis donors and increase its ability to secure additional funding to sustain its organisational activities; whilst donors might expect that the setting up of M&E systems within projects or interventions supported by them will allow them to find out whether projects are being implemented according to the terms and conditions agreed and whether their resources are being used to obtain the expected outcomes and impacts

Groups like women, men and children are pivotal to a project and its learning process. They are the primary stakeholders as their needs are the focus of the project and their views on impact are what count. This is a very diverse group and most projects specify target groups, such as "marginalized farmers", "smallholders" or "the landless" in the project area. Local people are increasingly acting as full partners in project initiatives, rather than passive beneficiaries. Most projects aim to strengthen self-reliant development, so seek local participation in project design and implementation and assessment of the findings. If project M&E builds on existing communication and learning processes, it can enhance and enrich this budget. IFAD,(2002) .

IFAD (2002) continues to recognize the role of stakeholders by indicating that Grassroots organisations, at community and higher levels, are important partners. They provide invaluable insights on priorities and appropriate processes during the design phase, and undertake some of the implementation of the project and/or M&E. One of their most valuable roles is in facilitating participatory processes during implementation. Project management works with grassroots organisations to create opportunities for local people to participate meaningfully in M&E activities, such as through participatory baseline studies, local impact assessments or annual project reviews. Working with them increases local ownership of the project and thus the likelihood of a sustained impact.

2.4 Resource Availability

For monitoring and Evaluation to be effective and work, there has to be human, material and financial resources. M&E system is not working because of poor or insufficient capacity. Capacity is the ability of individuals and organizations to perform functions effectively, efficiently and in a sustainable manner. According to most people "capacity" means the human ability, knowledge and skills to do a given task. (Smith, Chircop & Mukherjee (1993)

Turrall, (2006) says that sufficient allocation of staff and financial resources is vital for developing effective M&E systems. Pasteur and Turrall (2006) notes that a failure to ensure the spending of a reasonable proportion of resources on this important aspect of programme and project management is likely to reduce internal learning and result in poor performance Pasteur

For an effective M&E system you need skilled people who can, between them fulfill the M&E functions and tasks Smith & Chircop(1993). Key tasks include: designing the general outline of M&E system, setting up and operating supportive computerized system, facilitating learning in reflective events and managing the communication of M&E findings. Mukherjee(1993) says that meeting capacity needs will be ensured by acquiring the right people by hiring already trained people, training your staff, hiring external consultants for focused inputs and also ensure the capacity of good quality through removing disincentives and introducing incentives for learning, keeping track of staff performance through regular evaluations, striving for continuity of staff and finding highly qualified person to coordinate .

Smith & Chircop (1993) continues to say that solid and systematic learning costs money. Financial resources are needed for the time people spend, for supporting information management system, training, transport and so forth. Key items to include in the budget are contracts for consultants/external expertise(fees and travel expenses),physical non contractual investment costs, recurrent labour costs, focused labour input, training and study tours for M&E related capacity building, non labour operational costs like stationery, meetings, allowances for primary stakeholders and project implementers.

Capacity is believed to contribute directly to improving performance in the health sector, and is thought to play an important role in sustaining adequate performance over time. Despite increased attention to capacity, experience in gauging the effectiveness of capacity-building interventions in the health sector is still limited. Unlike other aspects of health-related monitoring and evaluation (M&E), capacity measurement is not supported by a comprehensive history of theory and practice. While methods for monitoring and evaluating health service coverage, access, and quality are well advanced, there are few tried and true approaches for capturing "the interim state or process that reflects the ability to achieve and sustain coverage, access, and quality over time" Brown, LaFond, and Macintyre, (2001).Thus, capacity measurement in the any sector is both new and experimental.

Most capacity measurement experience to date has emphasized capacity assessment rather than M&E Brown, La Fond, and Macintyre, (2001). Capacity can be perceived as a moving target. At any given time, capacity can improve or decline. It often develops in stages that indicate improved readiness to influence performance Goodman et al., (1998). Capacity building, therefore, is an ongoing process (the development of abilities), whose stages can be measured as "development outcomes"

Taking both a micro and macro look at capacity building suggests that capacity development goes beyond a simple technical intervention. It is to a great extent focused on inducing behaviour change, a process that involves learning, moderating attitudes, and Possibly adopting new values at individual, organization, and system levels. Therefore, the focus of capacity-building interventions and M&E must capture related conditions and concepts such as motivation, culture, and commitment, as well as changes in resource availability, skill levels, and management structure Morgan, (1997)

The Program Evaluation Standards James (2001) also indicates that , evaluation planning budgets could certainly be more carefully estimated and actual expenditures on the evaluation more carefully monitored. The problem of cost over-runs during evaluation studies came up in several discussions. Several evaluators expressed the view that budgets should be monitored more carefully and that total expenditures should stay within budget. Consequently, the text of the guideline proposed now lays greater stress on the monitoring of expenditures on evaluation and on keeping within a budget. This emphasises how cost can be a vital component of M&E .

Guijt and Woodhill, (2002) established that, continuous and quality M&E can improve project management considerably. Results-based M&E systems (and a results-based approach to public sector management generally) place emphasis on use of information streams that are more or less continuous, and which can be trusted and used in real time for decision making. When monitoring and evaluation is effective, knowledge should accumulate in the experience and expertise of staff, in the documented institutional memory of the organisation and its partners, and in their planning and management procedures.

In terms of capacity building, a good M&E design should develop the capacity of the relevant government or private sector agencies within the borrowing country and build on existing systems Kusek &Rist, (2004) and capacity building is widely acknowledged to be important but is often poorly defined.

Capacity building needs will typically include: upgrading conceptual and analytical skills in monitoring and evaluation, selection of indicators, data collection methods, data management, and design of reporting systems. Also, and perhaps most importantly, capacity building will include developing a results oriented management culture that seeks out and effectively uses information in decision making.

The M&E capacity requirements of the project should be considered in the context of the capacity and needs of sectoral and national institutions in the country (World Bank Independent Evaluation Group,(2006). Virtually all implementing agencies will have existing reporting systems. An M&E design should build on these arrangements but develop further the technical skills required to plan information needs, design data collection, execute studies and surveys, analyse the data, and report results in a format relevant to users.

2.5 Tools for M&E

Tools in Monitoring and evaluation include progress report, financial report, annual monitoring report, project diary, questionnaires, project record, logical framework etc.

Progress reporting is primarily the responsibility and a task of the management team, composed of partner country project managers and expatriate advisers. In its draft progress reports, the management compares the actual results, activities etc with those foreseen in the work plan. The Logical Framework format is used to list and schedule the activities and to show the differences between the planned and the·realized.M&E of literacy and continuing education programmmes, UNESCO (1999)

The progress reports are drafted quarterly for finalization and approval by the steering committee meeting. The beneficiaries' representatives participate to the local steering committee meetings and their views are taken into account when finalizing the quarterly progress report. The last quarterly progress report prepare before the annual supervisory board meeting covers the whole year and is included in the annual monitoring report. Financial report are prepared quarterly and submitted together with the quarterly progress reports, so that the two combined provide a complete record of the progress to the financier and other stakeholders. Project diary records activities to be performed and analyzes the actual performance .M&E of literacy and continuing education programmmes, UNESCO (1999)

Questionnaires are designed questions in relation to objectives of the activity being monitored. Questionnaires form the basis of many monitoring and evaluation studies as they allow for focused data collection about specific performance questions or indicators from the sample.

LaFond and Brown (2000) says that the Logical Framework is a tool which improves project planning and implementation. It is a systematic method for setting and analyzing the objective of a development of a project and assumptions behind it. The Logical Framework stresses the causal relationships between key elements and provides a standard model for their presentation. The Logical framework is an essential monitoring and evaluation project design instrument that facilitate results oriented project implementation and sound monitoring and evaluation. This approach establishes the link between the goal, objectives, outputs and inputs through verifiable indicators and specification of assumptions that underlie the relationship.

Monitoring and Evaluation (M&E) systems have been weak in the World Bank Agricultural Knowledge and Information System (AKIS) projects, both for the projects themselves and for the AKIS programs that they support. Increasing scarce resources for research and extension dictate a need for maximize efficiency in the use of public investment in these programs. Improving monitoring and evaluation systems for agriculture research, extension and educational programs is a long term process critical to improving program management and sustainability and to building effective institutions to promote economic growth, reduce poverty and conserve environmental resources.World Bank M&E handbook, (2000)

Principles for effective M&E are the same for Bank- financed projects and for ongoing research, extension and educational programs AKIS institutions. M&E should be based on an impact hypothesis linking activities to desired outcome and impacts. This hypothesis is reflected in the logical framework (log frame) as used in the design of Bank projects.

To establish a sound basis for project M&E, Project Appraisal Documents (PADs) must describe M&E systems in adequate detail, addressing questions of what information is to be collected, how (Using what procedures), by whom , when, where and why (how it will be used). The M&E plan should describe arrangement for obtaining baseline or control data; assess capacity for carrying out M&E; define indicators and targets; identify investments needed to strengthen M&E capabilities of implementing agencies; and identify key assumptions or issues to be addressed in project evaluation IFAD Midterm Review (2003).

2.6 Conceptual framework

This conceptual framework shows the relationship between four independent variables and how they affect or influence the implementation of M&E

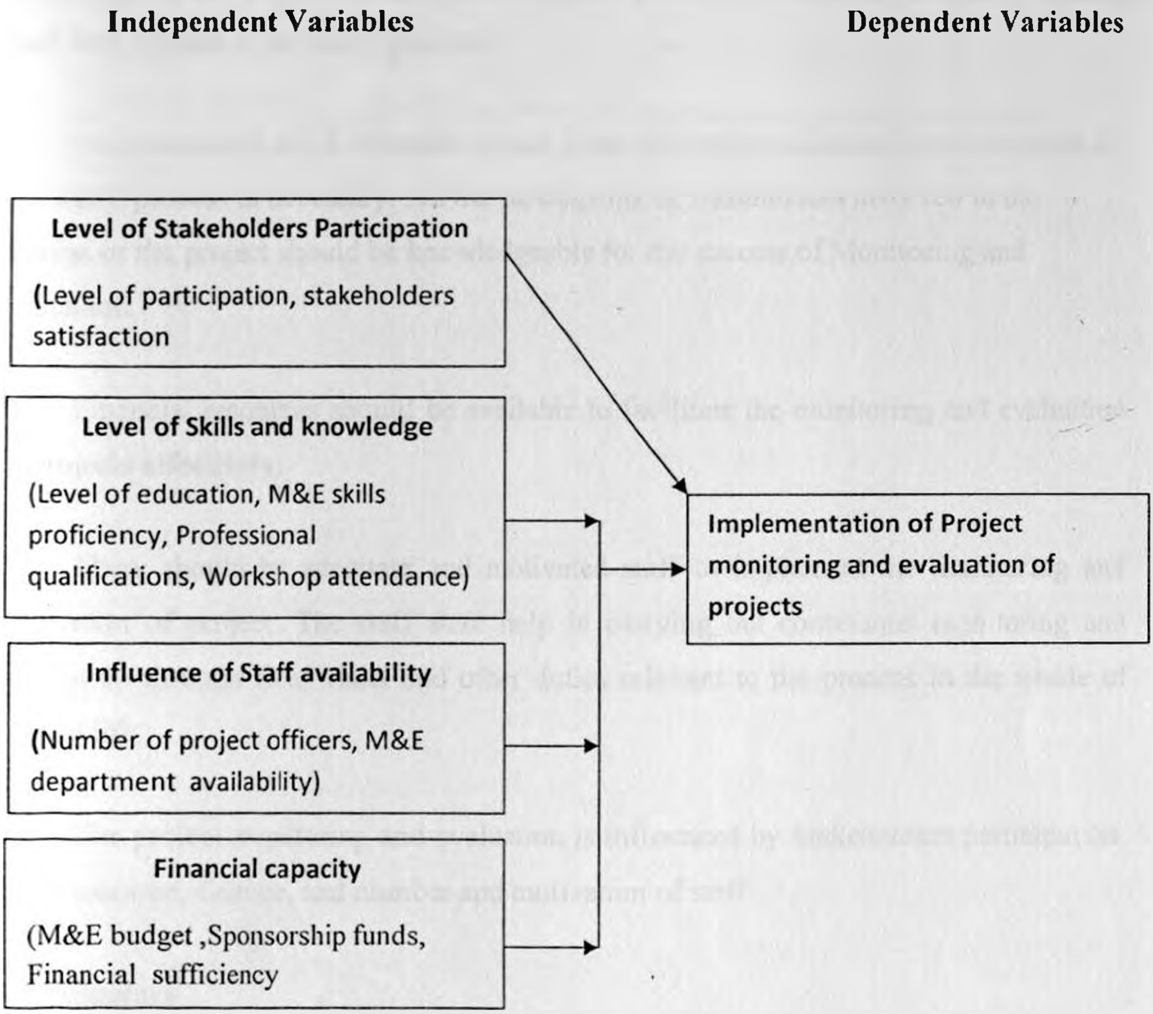

FIGURE 1: Conceptual Framework

2.6.2 Interpretation of Conceptual Framework

Stakeholders play a significant role in monitoring and evaluation because they are part of the project. Different stakeholders get involved in different stages of the life cycle of the project and perform different roles either directly or indirectly therefore making them very critical in the M&E process.

For monitoring and Evaluation to take place the project skills and familiarization of the M&E process in necessary. All the participants or stakeholders involved in the process or the project should be knowledgeable for the success of Monitoring and evaluation.

Financial resources should be available to facilitate the monitoring and evaluation of projects effectively.

There should be adequate and motivated staff to implement the monitoring and evaluation of project. The staff shall help in carrying out continuous monitoring and evaluation through field visits and other duties relevant to the process in the whole of project life.

The project monitoring and evaluation is influenced by Stakeholders participation, skills required, finance, and number and motivation of staff.

2.7 Summary

Practitioner and scholars across the variety of disciplines recognize good project management goes beyond implementation. Effective project management is integrally linked to well designed monitoring and evaluation (M&E) system. Approaches and motivation for M&E vary. For project management, monitoring and evaluation can also help to demonstrate accountability and project impact, an increasing important function in the current climate of budgetary constraints M&E answers questions related to how well a project or strategy is working independently of or in a relation to other possible projects or strategies.

Monitoring and Evaluation is also critical for project management. It can identify the conditions under which the project is likely to succeed or falter. Moreover, it can serve as an early warning system for potential problems and it can lead to ideas for potential remedial actions. As such effectively delivered M&E results often provide the basis for decision making.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a brief description of the research design to be adopted in this study, the target area and the population of the study as well as the sampling technique employed. The instruments used for data collection is briefly explained as well as how data was collected and analyzed.

3.2 Research design

The research used qualitative approach which is typically used to answer questions about the nature of phenomena with the purpose of describing and understanding them from the participants' point of view. Creswell and Leedy (1997) defined a qualitative study as 'inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting

The research used a survey because of the nature of the projects of East Africa Wild Life Society and that it was meant to describe a behavior or subject. This type of research also helps to correct much information through description.

3.3 Target population

The research targeted projects under sub-groups of East Africa Wildlife Society. Subgroups are hosted organizations under the East Africa Wild Life Society and investigated all the donor funded projects implemented across the country. There are two subgroups namely Kenya Forests Working Group and Kenya Wetlands Forum.Their are 54 CFAs working directly with East Africa Wild Life Society and 17 project officers who are working under the EAWLS projects. Two partner organizations are also engaged. This forms about 73 targeted respondents under this project research. The whole population was chosen to represent the sample population.

3.4 Sample and Sampling procedure

A sample population was drawn from the sampling frame. Total population as a sample was adopted to pick the sample population from sampling frame because in this method, each item in the population has the same probability of being selected as part of the sample as any other item. Sampling frame includes the actual list of individuals included in the population Nesbary, (2000) which is approximately 73 respondents. According to Patten (2004), the quality of sample affects the quality of the research generalizations. Nesbary (2000), suggests that the larger the sample size, the greater the probability the sample will reflect the general population. However, sample size alone does not constitute the ability to generalize.

Patten (2004), states that obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. He also identifies an unbiased sample as one in which every member of a population has an equal opportunity of being selected in the sample. Because of the size of the sample the whole sample population was chosen to represent the total population. Projects of East Africa Wildlife Society formed the sample population.

East Africa Wild Life has about 7 projects as a whole with about 54 CFA/CBOs directly being involved ,17 project officers and 2 partners. Because of the small population I decided to use a census approach to pick my sample. Thus the entire population was picked to represent the sample.

TABLE 3.1 1: Sample Population

Sample size for East Africa Wild Life Society Projects

Project	Project officers	CFAs/CBOs	Partners	Total Sample population
COMIFORM	2	3	2	7
UNDP	2	30	-	32
CEF	2	19	-	21
IUCN	3	1	-	4
UNCEF	3			3
Bush Meat	2	1	-	3
Tupande Pamoja	1			1
EWLS Admin	2			2
Total Sample size				73

3.5 Research Instruments

The study used questionnaires and interviews as the main tools for collecting data. A questionnaire involves a collection of items to which a respondent is expected to react usually in writing. An interview includes person to person verbal communication in which one person asks the other questions intended to illicit information or opinions. Respondents were chosen based on the population sample .

3.5.1 Questionnaires

Caraway (1995), Jones (1998), Lekau (1998), and Parsons (1987) observed that questionnaires are very important source of data collection by adoption of face-to-face interviews, self-administered questionnaires and telephone interviews .Questionnaires were sent through post office and mail for those officers who work away from the organization. I also used face-to-face interviews to fill questionnaires for some of my respondents in the community who were not able to provide information in written form because they are illiterate or semi-literate, also because I intended to elicit more in-depth responses .

3.5.2 Pilot Survey

The study used questionnaires and Interviews as a source of information.. A questionnaire involves a collection of items to which a respondent is expected to react usually in writing.

Testing of questionnaires was done by randomly selecting few respondents within the organization to fill the questionnaires and analysis done to view the effectiveness of the responses and how relevant they could be on this research. Those who were in the field we sent the questionnaires and they returned them by post.

3.6 Validity and reliability of instruments

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by Mason and Bramble (1989). These are content validity, construct validity, and criterion-related validity.

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability Carmines & Zeller,(1979).

3.6.2 Validity of instruments

To test the validity of the instruments used, questionnaires for project officers, administrators and stakeholders were drafted and tested .Three telephone interviews were done and a few questionnaires were sent to the officers and the respondents were positive. The responses were taken to SPSS to test if their responses answer the questions or if they are relevant to the objectives. This tested the validity of the questionnaires and minor changes proposed were taken into consideration.

If the validity or trustworthiness can be maximized or tested then more "credible and defensible result" Johnson, (1997) may lead to generalizability which is one of the concepts suggested by Stenbacka (2001) as the structure for both doing and documenting high quality qualitative research. Therefore, the quality of a research is related to generalizability of the result and thereby to the testing and increasing the validity or trustworthiness of the research.

3.6.3 Reliability of instruments

This research used split-half reliability I where randomly divided all items that purport to measure the same construct into two sets. Entire instrument was administered to a sample of people and calculated the total score for each randomly divided half.

It was later tested using Cronbach's alpha test to test reliability because of the nature of the questionnaire and the many items involved. Cronbach's alpha test was done using SPSS. and dimensionality of the scale using factor analysis was also computed.The alpha calculation for over 69 questionnaires was 0.7305 indicating a greater reliability.

3.7 Data collection Method

Questionnaires were used to collect data and several approaches were employed depending on the respondents .One of it being face to face interviews when filling questionnaires ,this approach was used because some of my respondents in the community are not able to provide information in written form because they are illiterate or semi-literate, also because I intend to elicit more in-depth responses .

The respondents were given questionnaires on hand delivery , others were sent the questionnaires through post and others by electronic mails. Those that were not able to answer some questions a telephone interview was carried out to clarify some sections. After completion the same approach was used to return the questionnaires.

3.8 Data Analysis Techniques

To begin the data analysis process, descriptive statistics was used to calculate on the independent variables to summarize and describe the data collected. Survey results were measured by category.

Data analysis plan results of respondents was then recorded in a spreadsheet and transferred to Statistical Package for Social Sciences (SPSS) for in-depth statistical analysis. Frequencies were tabulated and recorded in tables and results interpreted

3.9 Ethical considerations

This research considered ethical issues during data collection. Every questionnaire was introduced with a statement assuring respondents that data was only meant for academic purpose and that it will be regarded with high confidentiality.

The respondents were given the choice to participate and they gave free consent before responding. The research did not plagiarize other people's work nor did it harm or the environment any way.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

The methodology provided in the last chapter provided the base line for data gathering. In this chapter, the presentation of data is systematically linked to the format of the questionnaires attached in the appendix. The following will be used to analyze description of the sample, main results, discussion, presentation and interpretation of results. The analysis will show some of the areas that affect effectiveness of M&E and as such reports submitted to the donors may be affected by lacking accuracy. Analysis is presented in form of objectives and research questions.

4.2 Response Rate

The questionnaires were distributed to respondents by hand delivery and through post office and were returned through the same media. Seventh three respondents were given questionnaires and sixty nine were returned. The response rate was calculated as:

Response Rate= Number of questionnaires returned* 100 % /Sample

R=69*100/73=94.5%

A response rate of 94.5 % indicates a high response rate implying that the conclusion drawn about the questionnaire can be analyzed.

This chapter shows an analysis of data as collected through questionnaires and analyzed using a Statistical Package for Social Sciences (SPSS-17.0).Data is organized in frequency tables followed by a little explanation of the outputs.

4.3 Presentation of Descriptive Characteristics of Respondents

The questionnaires were distributed across all subgroups which form East Africa Wildlife Society. Respondents cut across International and National Donors with projects distributed across the Country. 54 CBO/CFA were target, this being the total number of beneficiary organizations under East Africa Wildlife Society .All 17 project officers working with EAWLS were also engaged . Demographic data represents the level of education, geographical location of projects and nature of donor.

4.4 Demographic statistics

Table 4.1: Distribution of Respondents By Level Of Education

		Frequency	Percent
	University	28	40.6
	College	25	36.2
	Secondary	16	23.2
Total		69	100.0

Table 4.1 above indicates that of the total 69 respondents interviewed 40.6% have university Degree qualifications representing the highest number of the total respondents.36.2 % have college qualifications while 23.2 percent have secondary qualifications representing the lowest number of our respondents. This indicates that most of the projects under East Africa Wild Life Society are headed by more qualified people. The respondents under secondary level qualifications are from the community Forest Associations.

Table 4. 2: Respondents Distributed As Per Nature Of Donor

	Frequency	Percent
Kenyan based/Local	2	25.0
International	6	75.0
Total	8	100.0

Table 4.2 above shows that out of the eight projects targeted about 75 % of the projects are funded by International donors or organizations .Some of this organizations are like UNEP, UNDP and EU and only 25% of the projects are locally funded majorly from the government department Kenya Forests Service. This is an indication that different donors have been attracted with how EAWLS manages its projects.

Table4. 3: Geographical Distribution

	Frequency	Percent
Country Wide	4	50.0
Around the forest	2	25.0
Regional/Provincial	2	25.0
Total	8	100.0

As indicated in the above Table above, 50% of the projects cover a country wide scope and 25% of others are regional based and a similar percentage is based within a forest or around a specific forest. Considering the nature of the donors most of the projects are big enough covering more than one province or run across the country.

Table4. 4: Distribution as Per Job Titles

	Frequency	Percent
Project Officer	15	21.7
Administrator/Manager	2	2.9
CFA Chairman	48	69.6
Project Assistant	4	5.8
Total	69	100.0

Table 4.4 above indicates that 69 .6 %of my respondents are Community Forest association leaders who are responsible for implementing projects at the community level and also form the beneficiary group.21.7% of the respondents are project officers who head the projects nationally and about 9% of the respondents are project assistants. It also indicates that about 3% of the respondents and administrators of East African Wild Life society who perform administrative duties. The Table indicates that most of the respondents are directly involved in the management or leadership of the projects directly and as such their response is much representative and results will be more accurate.

Table 4. 5: Frequency Distribution Showing Whether M&E is performed in the Projects of EAWLS

		Frequency	Percent
	yes	64	92.8
	No	3	4.3
	Total	67	97.1
Missing	System	2	2.9
Total		69	100.0

As depicted in the above Table 4.5, about 95.5% of the respondents agree that monitoring and evaluation is performed in their projects while only 4.5% of the respondents said monitoring and evaluation is not done in their projects. This impressive response demonstrates the fact that all donors have a requirement that every project should be monitored and reporting done regularly. Even those who disagreed that monitoring and evaluation is not done maybe due to lack of knowledge or they are not aware that reporting is part of monitoring.

Table4. 6: Distribution showing frequency at which M&E is done

		Frequency	Percent
	Very Often	6	8.7
	Often	52	75.4
	Rare	9	13.0
	Total	67	97.1
Missing	System	2	2.9
Total		69	100.0

Asked the frequency under which M&E is done in their projects; as indicated in Table 4.6 above, 77.6 % of the respondents said it is done more often while 13.4% indicates that its rarely done and only 9% of the respondents agree that it is done very often indicating that most projects are monitored with an average frequency. About 3% of the respondents did not answer the question. This frequency distribution contradicts or shows an exciting pattern. Regardless of the fact that most of the projects are monitored only a small percentage of the projects are monitored more often . This is in contrasts the emphasis put by donors on monitoring and M&E forming a very important management tool.

Table4. 7: Frequency Distribution Showing the Availability of M&E Frameworks

		Frequency	Percent
	No	54	78.3
	Yes	13	18.8
	Total	67	97.1
Missing	System	2	2.9
Total		69	100.0

The research tried to investigate if all projects have an M&E frameworks guiding their monitoring work; as presented in table 4.7 above , 80.6% of the respondents said they don't have or they have not been given while 19.4% agreed to have been given the framework from the donor they have developed one. This is even more interesting pattern of results. Most of the project officers monitor projects without a framework guiding their process perhaps by only following the project document showing the logical framework. This indicates also that donors are not keen in forcing project officers to develop frameworks or have the knowledge of interpreting frameworks.

4.5 Objective 1: Knowledge and Skills

To determine the extent to which the level of knowledge and skills among the project staff influences implementation of monitoring and evaluation for East Africa Wild life Society projects.

Table4. 8: Level of Education of Project Officers

	Frequency	Percent
University	16	94.1
college	1	5.9
Total	17	100.0

When investigating the level of education of the Project staff, the results as indicated in the Table 4.8 above shows that about 94.1% of the staff have a university degree or above and only about 6% representing of the respondents has a college qualification. This indicates that most of the projects are being managed by qualified staff. The distribution also indicates that the project officers have got the capacity to monitor the projects basically from their level of education.

Table4. 9: Level of M&E Skills

	Frequency	Percent
Excellent/Advanced	1	5.9
Good	2	11.8
Average	8	47.1
Below average	6	35.3
Total	17	100.0

Table 4.9 above shows that majority or about 47.1% of the project staff have an average M&E skills followed by a significant percentage of 35.3% who are below average.11.8% have good M&E skills while about 6% posses excellent skills.This indicates that regardless of the high academic qualifications of the staff, they have little or less knowledge of M&E skills. FAO (2008) report indicated that Related capacity development processes should usually be partial and incremental, rather than linear and whole-of-organisation , and need to extend far beyond technical training .This as can be seen, university qualifications do not directly translate to skill proficiency. Thus the organisations and donors should go beyond those qualifications and equip the project officers with practical M&E skills.

The M&E capacity requirements of the project should be considered in the context of the capacity and needs of sectoral and national institutions in the country (World Bank Independent Evaluation Group,(2006). An M&E design should build on these arrangements but develop further the technical skills required to plan information needs, design data collection, execute studies and surveys, analyse the data, and report results in a format relevant to users.

Table 4. 10: Frequency Distribution Showing if the Project Sponsors Officers for M&E Training

	Frequency	Percent
Yes	4	23.5
No	13	76.5
Total	17	100.0

As indicated by the Table 4.10 above,76.5% of the respondent agree that their projects or organization does not allocate enough funds to sponsor them for M&E training while 23.5% say their project budget or organization sponsors them for trainings. This indicates that lack of sponsorship from project organization perhaps is the reason why most of the officers lack M&E skills.

Kusek &Rist, (2004) says capacity building is widely acknowledged to be important but is often poorly defined , and that capacity building needs will typically include: upgrading conceptual and analytical skills in monitoring and evaluation, selection of indicators, data collection methods, data management, and design of reporting systems. Also, and perhaps most importantly, capacity building will include developing a results oriented management culture that seeks out and effectively uses information in decision making.

This should mean that if the project should be able to sponsor officers for training to build their capacity in M&E. The results in the above table explains why most of the officers do not attend workshops for M&E to equip themselves with skills perhaps because of lack of finance.

Table 4. 11 : Frequency of Attending M&E Seminars or Workshops

	Frequency	Percent
More often	2	11.8
Less Often	9	52.9
Scarcely Any	6	35.3
Total	17	100.0

Table 4.11 above contains the statistics of respondents asked about the frequency at which they attend M&E seminars or workshops.52.9% of the respondents said they attend less often while 35.3 percent scarcely attend. Only 11.8% agreed to that they attend seminars more often. Brown, LaFond, and Macintyre, (2001) contends that capacity in terms of skills is still limited in many organisations. This perhaps explains that reason behind that observation. This observation

agrees with the fact that most projects do not sponsor respective officers for trainings thus they lack financial resources to attend such relevant workshops.

Table 4. 12: If Project Officers have undertaken Professional Course in M&E

	Frequency	Percent
yes	8	47.1
No	9	52.9
Total	17	100.0

Regarding the question as to whether the officers have any M&E professional qualifications, Table 4.12 indicates that 52.9% of those asked said they don't have while 47.1% said they have a professional qualification. This shows a slight difference between those who have some professional qualifications and those who have. Comparing to the question on those who have M&E skills, this indicates that there are those who have some professional qualifications in M&E but have not mastered the practical M&E skills and knowledge.

4.6 Objective 2: Financial Capacity

To establish the extent to which financial capacity influences the implementation of monitoring and evaluation of projects in East Africa Wild life Society.

Table 4.13: If the Project Budget Allocates Enough Finances for M&E

	Frequency	Percent
No	14	82.4
Yes	3	17.6
Total	17	100.0

The respondents were asked in their opinion if they think that enough finances were being allocated for Monitoring and evaluation.82.4% of them disagreed while 17.6 of the respondents agreed that the finances allocated were enough. This shows that there are no enough finances available to successfully run M&E activities . Studies in Educational Evaluation (1993) say that human and financial resources dictate the success of M&E.

Therefore if the projects do factor in enough finances for M&E, then its success would not be achieved. Lack of adequate financial resources also was identified to affecting the performance of M&E,IFAD,(2008) the report further found out that project appraisal documents made limited provision for systematic baseline and subsequent beneficiaries surveys. The budget implications of baseline surveys, setting up and management of M&E were systematically underestimated.

This is the same observation made in the EAWLS projects where most projects officers agree that the budget allocated for M&E is not enough.

Table 4. 14: Frequency Distribution Showing the Fraction of the Budget Dedicated to M&E.

	Frequency	Percent
0%-5%	12	70.6
6%-10%	5	29.4
Total	17	100.0

Table 4.14 indicates that M%E activities,70.6% of the respondents said their budget ranges from 0%-5% while 29.4% said the budget fraction is from 6%-10%.The percentage shown above is a true reflection of how M&E is underfunded irrespective of over emphasis put by the donors for every project. This indicates that project officers do not make enough field visits to monitor or evaluate projects thus producing in efficient reports.

Table 4. 15: Finance Allocation for Post Project Evaluation

	Frequency	Percent
No	16	94.1
Yes	1	5.9
Total	17	100.0

When the respondents were asked if their projects factored in funds for post project evaluation to assess the impacts and outcomes, 94.1% gave a negative response while only about 6% said their projects allocates finances for post project evaluation. This is as agrees with IFAD. (2002) studies which agrees that most organisations have not institutionalised Impact assessment at either project of organisational level. Pasteur, K. and Turrall, S.(2006) recognizes that, a failure to ensure the spending of a reasonable proportion of resources on this important aspect of programme and project management is likely to reduce internal learning and result in poor performance. Impact assessment no matter how much its underrated by most organizations, it should be regarded highly for it provides the basis of celebrating success and rating the project's achievement.

4.7 Objective 3: Stakeholders Participations

To determine the extent to which the stakeholders' participation influences the implementation of Monitoring and Evaluation of East Africa Wild Life Society Projects

This question will try to investigate the level at which stakeholders participate during monitoring and evaluation of projects. The major stakeholders being the communities where the projects are undertaken.

Table 4. 16: Project Officer's View On Stakeholder Involvement In Project Implementation

	Frequency	Percent
Yes	16	94.1
No	1	5.9
Total	17	100

After asking the project officers if they involve the communities and other stakeholders in the implementation of the project 94.1 of them agree that they involve them while only a small percentage of about 6% of them that do not. Mahesh Patel & Craig Russon (1998) said that stakeholder not being involved when M&E is being performed is detrimental to project success .(USAID, Pasteur and Blauert (2000) also said that most of the Aid organization have put more emphasis on stakeholder participation because that promotes a sense ownership. They all agree that stakeholders should form part and parcel of the M&E framework .This results indicate that project officers take the stakeholders issue seriously.

Table 4. 17: Frequency Distribution of Stakeholder's View About Being Involved In M&E

		Frequency	Percent
	Yes	5	9.6
	No	45	86.5
Total		50	100.0

When the stakeholders were asked if they are usually involved in Monitoring and Evaluation, a big number of them of about 90% felt that they are not usually involved while 10% said that they are usually involved. Two of the respondents did not answer the question. This contrasts the previous results where project officers seem to overwhelmingly agree that they involve stakeholders. Most of the respondents under this question who negated the previous response were from the communities and their response shows that they are not consulted widely and that when project officers are monitoring progress they are not asked whether they are feeling or seeing the results of the projects. This might be because their expectations are have not been met or maybe because their expectations were not addressed during the onset of the project.

Table 4.18: Frequency distribution showing Stakeholders View on the Level of Involvement In M&E

		Frequency	Percent
	Project closer	27	51.9
	Midi project	20	38.5
	Continuously	2	3.8
	start of project	2	3.8
Total		51	100.0

When trying to know the level at which the communities and other stakeholders get involved in monitoring and evaluation, the biggest number of respondents of about 52.9% said at the project closure, 39.2% said at the middle of the project while 3.8% of the respondents said its continuous and a similar percentage of 3.8% said at the start of the project. Estrella, Marisol and Gaventa,(1997) contend that in participatory monitoring and Evaluation ,stakeholders should be involved right from the start of the programme and that right skills and knowledge should be imparted on them in case of the community members.

From the results above, it shows that the most beneficiaries are involved during the project closure and only a small number agreed to being involved during project `inception. If the stakeholders are involved at the later stages they might end up giving wrong judgement about the project success out of ignorance or resentment and sometimes they may not own the process that frustrating the project officers' efforts of getting honest responses.

Table 4.19: Stakeholder Satisfaction in Participatory Monitoring and Evaluation

	Frequency	Percent
Satisfied	6	11.5
Partially satisfied	22	42.3
Not satisfied	21	44.2
Total	49	100.0

Table 4.19 above indicates the satisfaction rate of the stakeholders in Participatory M&E.45.1 of the respondents are not satisfied on how M&E is being done while 43.1 % are partially satisfied and only a small portion of the respondents;11.8% who said they are satisfied. UNICEF (2002) indicates that participatory process is the only way that stakeholders can get satisfied. This research confirms that most stakeholders are not satisfied on their involvement in the process simply because they are never involved from the start of the project.

4.8 Objective 4: Staff Availability

To establish whether staff availability influences implementation of monitoring and evaluation of projects at East Africa Wild life Society

This objective is meant to establish if the number of staff dedicated to M&E affect its implementation.

Table 4.20: Frequency Distribution Showing If There Are Enough M&E Officers on EAWLS Projects

	Frequency	Percent
No	59	85.5
Yes	10	14.5
Total	69	100.0

As the Table above indicates 85.5 % of the respondents felt that there are no enough project Monitoring and evaluation officers while 14.5% felt that they are enough. This indicates that most organizations either do not have enough officers doing M&E maybe because there is no dedicated staff on department dealing with M&E. Santos ,(1990) said that most organizations do not have the capacity and an enabling environment for M&E. He contends that lack of enough officers dedicated to projects is an hindrance to implementation of Monitoring and Evaluation due to the expansiveness of most of the projects.

Table 4. 21: Distribution Showing Responses As To Whether There Is A Dedicated M&E Department In The Organization

	Frequency	Percent
No	66	95.7
Yes	1	1.4
Total	67	100.0

Asked if there are dedicated departments in their organizations/Sub-groups dedicated to M&E, an overwhelming 98.5 % said No while a small fraction of about 2% said Yes. Lack of M&E department summarizes the whole problem of inefficiency of monitoring and evaluation. It also exposes an organization to un uniform reporting and can compromise the credibility of the organization .The organization should be able to allocate enough finances to M&E budget lines so as to be able to sponsor the department and also sustain its activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter shall give the summary of the research findings as analyzed in the previous chapter .It shall all show the conclusions as per the research questions and also the researcher's recommendations. It will also indicate the areas for further research and also how this research is likely to contribute to the body of knowledge.

5.1 Summary of findings

This research was based on the topic; factors affecting the effective implementation of monitoring and evaluation of projects in NGOs It was based on a case of East African Wild Life Society.

On the question; Does the project officers posses enough skills and knowledge in implementation of monitoring and evaluation system? The study indicates that majority have a university level of education at a rate of about 94% as compared to the college level. It also shows that a small majority have an average level of M&E skills regardless the fact that they are university graduate compared to the small percentage who have excellent M&E skills. A big percentage of project officers indicated that their projects/organizations do not support the financially to undertake M&E courses. They further demonstrated that a bigger percentage of the officers attend M&E workshops less often. The research indicates that a higher percentage have not undertaken any M&E professional courses.

The second question was if the Organization factors in enough finances for Project Monitoring and Evaluation. Where about 82% of those questioned said the funds allocated are not enough and they further demonstrated at a higher percentage that most of their projects receive a very small fraction of the budget line allocated to M&E activities. About the post evaluation of the project almost all the project officers indicated that their projects do not allocate funds for after closure evaluations.

The third research question was to investigate the level of stakeholders participation in implementation of M&E. About 94.1% of the project officers agreed that they involve stakeholders in implementing their projects but after interviewing the stakeholders and the communities a resounding 90% of them said they are not involved when performing monitoring and evaluation. On the level of participation, a majority communities said they are involved in M&E when the project is being closed. This is also reflected on the level of satisfaction on their participation where a big percentage said they are not satisfied followed by those who feel partially satisfied.

The question on how the availability of staff influences effective implementation of monitoring and evaluation, the research sought to interview all stakeholders opinion on the number of staff allocated to M&E. The majority of those interviewed said that they are not enough .It also sought to know if there is a dedicated department for M&E in their organization and almost 98.5 of them disagreed meaning there is no staff dedicated for M&E.

5.2 Conclusions

Skills and knowledge have a direct effect on Monitoring and evaluation in many ways. Looking at the statistics most of the project officers do not have enough monitoring and evaluation skills nor have they attended or done any professional courses. This limitation translates to a misinterpretation of M&E frameworks .Technical Capacity and Infrastructure to Supply M&E Information is another driver according to Robert Lahey(2005) .without the skills to perform baseline study, use M&E tools effectively ,the process will be affected negatively. Most of those who do not posses the skills also said lack of financial support to attend M&E trainings or seminars is the main cause of their knowledge limitation. Forss K & Carlsson J Evaluation (1997) V.3 says that the growing need for efficiency, cost effective and results mean it is essential that the stakeholders have skills which enable them to perform to their best.

Financial capacity is another factor that affects the implementation of monitoring and evaluation. Most of the respondents in the research said that only a small fraction of their total budget is dedicated to M&E. The money is not enough to support a comprehensive M&E activities. The project officers agreed that they are limited by finance to fully implement M&E process due to the limitation of visits and carrying out survey and analysis of the impacts and even involving stakeholders. Studies in Educational Evaluation (1993) V.19, 3-13.) agrees that for monitoring and Evaluation to be effective and work, there has to be human, material and financial resources. M&E system is not working because of poor or insufficient capacity .IFAD (2002) agrees with also recognises that finance posses the greatest obstacle towards effective implementation of M&E. Donors and project sponsors should be able to allocated enough fraction of the budget towards M&E so that an M&E office can be able to fully and effectively carry out its duties.

Staff availability is also another factor researched to see its effect on M&E. Their was a general agreement that the officers involved in managing projects and performing M&E are not enough. Perhaps because of the little resources allocated to the M&E component is the major reason as to why few officers are involved in managing projects. In most projects their was one or no officer who was dedicated to M&E functions thus affecting M&E implementation process. Almost all the organisations or subgroups interviewed do not have an M&E department or office nor do they have an M&E frameworks .An organisation implementing more than one project should have a dedicated department for M&E for effectiveness and efficiency. Additionally, infrastructure is needed to help ensure a systematic, comprehensive and credible approach to M&E. This would include policies and standards that would clarify roles, responsibilities and accountabilities for performance monitoring and evaluation; establish expectations across the system re timing and level of reporting; and, set out quality standards for M&E conduct. The infrastructure would also include the organizational units that would serve to conduct or manage M&E exercises; as well, the Policy Centre that provides the policy direction, oversight and assistance, needed particularly for new emerging M&E systems.

Stakeholders' participation and the role they play in M&E is also a factor that affects M&E. Stakeholders must be involved in the background studies and also in the project planning, monitoring and evaluation as early as possible. (A guide to the Project management body of knowledge Pg 24) .The results from the study indicates that the communities are never involved as from the earlier stages of M&E and a greater percentage expressed their satisfaction on the way the process is done. Stakeholders hold the key information to monitoring and evaluation that's what makes a participatory process. Most of the projects are implemented in the communities and they are the beneficiaries and therefore they are in a position to evaluate the results and impacts the project has made to them.

Pasteur and Blauert (2000) agrees that participatory M&E increases the sense of national and local ownership of program activities and ultimately promotes the likelihood that the program and their activities and their impact would be sustainable.

5.3 Recommendations

After undertaking this research I suggest that organisations should be able to raise enough funds from the project sponsors or donors in order to support enough officers doing monitoring and evaluation and general projects management. This can be done during proposal writing by including enough funds on the M&E budget line and administration costs for officers involved in the projects.

Another recommendation is for the organisation to develop an M&E department to manage all Monitoring and evaluation activities for all the projects in the organisation. This can reduce the costs of employing M&E officer for every project, hold project officers accountable, ensure projects success and smooth running, evaluate and mitigate risks among other duties. This will in return increase the organisational credibility and profile in the eyes of donors or sponsors thereby attracting more funds. The department can be funded from different M&E budget lines as proposed in different project documents.

This research also proposes that all the major stakeholders involved in the project get involved not only in project implementation but also on M&E.The beneficiaries of the project are better placed to give an opinion of the project success or failure. The stakeholders can also give an unbiased view of the project weaknesses, loopholes or strengths which in return shall help the project officer redefine the direction of the project.

Financial resources as indicated in the research has a direct effect on M&E effectiveness. The number of visits that project officers or M&E officers make to the project location or implementation area for project review are few. This affects the efficiency and accuracy of the M&E reports. Most projects also do not have funds to evaluate projects after closure to check on the impacts, therefore the project officers or proposal writers should develop M&E frameworks for every project to be a baseline for resource mobilisation and should seek for a larger fraction of their budget lines to support M&E activities.

5.4 Suggestions for Further research

I propose a further research to be done on the following;

1) Using system concepts on evaluation. This is because log frame-based evaluations are common practice and in extreme cases, evaluators face the danger of evaluating the log frame instead of the actual project. Although widely used for its simplicity, log frames can end up becoming a cumbersome tool, or even a hindrance to evaluation. Most projects use a log frame as the basis of evaluation thus avoiding visits, involvement of stakeholders and sometimes they make donors to allocate less money for M&E.

2) I also recommends that a research to be done to address the gap that exist between interpretation of Monitoring and Evaluation frameworks and its implementation as regards to the log frame. There should be found a way the Donor organization's M&E framework localized into the implementation organization.

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APPENDICES

APPENDIX 1: Letter of Introduction

Dear respondent,

My name is Naftal Nyabuto of the university of Nairobi, am carrying out this research for partial fulfillment of the requirements for the award of the degree of master of Arts in project planning and management of the university of Nairobi.

My research shall be based on investigating the factors influencing implementation of monitoring and evaluation of projects in NGO's; a case of East Africa Wildlife Society.

The information you are going to give is for academic purposes only and your identity and information will not be shared with anyone hence will be treated as confidential. Thank you in advance.

Yours Faithfully,

Naftal Nyabuto,

University of Nairobi,

Appendix 2: Questionnaire for East Africa Wild Life Society Project Officers

Instructions for Use

This questionnaire is divided into three sections.

You are requested to be as honest as possible when answering the questions

No external influence is allowed when answering the questions

Name of Donor sponsoring project____________________________________

Name of project ____

SECTION A

1) Who is the donor of your project?

2) Is monitoring and evaluation performed in your project(s)?

Yes [ ]   No [ ]

If No please explain: ___________________________________

____

____

3) (i) Who monitors and evaluates your projects?

a) Government ____________________

b) Self ______________________________

c) Sponsor/Donor ______________________

d) Other specify ___________________________

4) How often do you monitor your project? Tick

Very often ( )

Often ( )

Rare ( )

5) Do you evaluate the project after closer? If No explain why.

Yes ( ) No ( )

____

____

6) How do you evaluate the impacts of the project?

____

____

7) Does your organization have a Monitoring and Evaluation Framework/Policy?

YES ( ) NO ( )

If Yes does it function to the latter? Explain

____

____

8) Does your project have enough M&E officers? Yes [ ] [No]

if Yes how many?

____

SECTION B (Skills proficiency)

1) What is the level of qualification of your project staff? Tick

University education ( )

College education ( )

Secondary ( )

Primary ( )

Other specify ( ) ____________________

2) What level of monitoring and Evaluation skills do you posses?(tick one)

A. Excellent/Advanced [ ]

B. Good [ ]

C. Average [ ]

D. Below Average[ ]

3) Does your organization/project sponsor you for M&E trainings?

YES [ ] NO [ ]

4) How often do you attend seminars/workshops on M&E skills?

A. More Often [ ]

B. Less often [ ]

C. Scarcely Any

5) Have you undertaken any Academic/professional course in M&E

YES [ ] NO [ ]

6) If you lack M&E skills, please indicate which areas will you like to be trained?

____

____

____

SECTION C (Financial capacity)

1) In your opinion, does your project factor in enough finances for project monitoring and evaluation?

   Yes ( ) No ( )

   Explain how your answer (above) Impacts M&E activities in your project

   ____

   ____

2) What percentage of the total project budget is dedicated to M&E?

   ____

   ____

3) Does your project factor in money for post project evaluation?

   Yes [ ] No [ ]

4) Do you submit M&E reports to the Donor/Sponsor?

   YES ( ) and NO ( ) If Yes How Often?

   ____

SECTION D (stakeholders)

1) Which Stakeholders are involved in your project either directly or indirectly Project?(Name all)

____

2) Which role do they play in the project?

____

3) Do you involve the stakeholders in doing Monitoring / Evaluation?

Yes [ ] No [ ]

If NO state why and if YES state the stage at which they are involved?

____

____

4) Does your project involve the communities/stakeholders when evaluating impacts?

(skip this question if Evaluation on impacts is not done)

YES ([ ] NO [ ]

If NO ,explain briefly____

____

5) What do you think are the benefits of involving Stakeholders when performing M&E?(If you think otherwise please state the reasons)

____

____

____

6) In your opinion what are the challenges that you face when performing monitoring and Evaluation?

____

____

____

Appendix 3: Questionnaire for Administration/Management of East Africa Wild Life Society

Instructions for Use

This questionnaire is divided into three sections.

You are requested to be as honest as possible when answering the questions

No external influence is allowed when answering the questions

1) How many members of staff are dedicated to a specific project in your organization?

____

2) In your opinion is the number stated above (Section C(1)) enough?

   Yes ( )   No ( )

   If No/Yes, why do you think the number is not enough/are enough?

____

____

3) In your opinion, how do you think the number of officers involved in project monitoring and evaluation can affect the effectiveness of the outcome?

____

____

4) Does your organization have a Monitoring and Evaluation Department?

Yes ( ) No ( )

If NO state the reasons;

____

____

5) Do you feel that having an M&E department can enhance effectiveness of the implementation of Monitoring and Evaluation?

Yes [ ] No [ ]

Explain briefly;

____

____

6) In your opinion, does the management have mechanisms of evaluating if the project officer(of certain project) achieved the expected results?

YES [ ] NO [ ]

Explain briefly____

____

7) What, in your opinion should be given priority in order to achieve effective implementation of M&E? (Number in the order of MOST important to less important)

A. Enough Finances

B. Enough staff

C. Involvement of stakeholders

D. Skills /Knowledge availability

Explain your first choice above (most important)

Appendix 4: Questionnaire for Communities/Stakeholders of East Africa Wild Life Society

Instructions for Use

This questionnaire is divided into three sections.

You are requested to be as honest as possible when answering the questions

No external influence is allowed when answering the questions

Name of project ______________________________

Location of Project ______________________________

Name of CBO/CFA ______________________________

1) Who is the sponsor of your project?

____

2) Does your organization participate in Monitoring and Evaluation of the Project?

Yes [ ] No [ ]

If No. Why? ______________________________

____

3) Why do you feel that your input in monitoring and evaluation is important?

____